

# **Section D**

## **Perkins Secondary Grants**

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) provides federal funding to support and improve career and technical education programs. The Act focuses on strengthening academics and career and technical education skills through high standards and curriculum integration. It also broadens professional development and technical assistance opportunities for career and technical education personnel and supports linking secondary and postsecondary career and technical education programs.

Although there is flexibility for the use of funds at the local level, there is a focus on accountability for all CTE students, including measures for all of the categories of special populations. While the legislation no longer provides set-aside funds for single parent and gender equity programs and services, it is anticipated that these programs and services will continue to be supported at the regional and local level through funding for special populations.

### **Application for Funds**

The Office of Career and Technical Preparation (OCTP) awards formula grants to regional fiscal agents. Eligible recipients of funding are public educational agencies that provide state-approved career and technical education programs and services.

Eligible recipients develop and submit long-range regional plans to align with the purpose and intent of the new Perkins legislation. The first of these long-range plans was developed in the spring of 2000 (for 2000-2004) and extended in the spring of 2004 to June 30, 2005. Long-range plans address long-term goals and objectives for career and technical education in the region. Local plan requirements are identified in Perkins III legislation.

Each region must submit an annual application for Perkins funds. The application is submitted in the spring of each year for approval. The annual plan must identify the projects that will be completed during the next fiscal year to reach the region's long-term goals and objectives. The long-range plan will be reviewed annually for any necessary changes. Success of programs and projects will be measured by how well students in the region achieve the Perkins Core Performance Indicators.

### **Criteria for Funding**

The following two data sets are utilized to calculate the Perkins funding formula for each local educational agency (LEA). These funding amounts are combined for the total regional allocation.

- Seventy percent (70%) of the funds available are allocated in proportion to the Title I poverty counts in each LEA as a percentage of the state total; and
- Thirty percent (30%) of the funds available are allocated in proportion to the census count of individuals aged 5-17 in each LEA as a percentage of the state total.

### **Funding Policy**

Funds generated by the formula stated above will be made available at the regional/fiscal agency level. Each region will receive its proportionate share based on the grand total of the LEA-generated amounts. LEAs enter into a regional consortium by way of a signed cooperative agreement with the fiscal agency.

If a LEA chooses not to participate in a regional consortium, it will not be included in the statewide distribution formula.

Public School Academies (PSAs), also known as charter schools, and schools funded by the Bureau of Indian Affairs will be treated as LEAs. An assurance of this relationship will be required in the regional application for Perkins funding.

#### **Accountability-Possible Financial Sanctions**

The Carl D. Perkins Vocational and Technical Education Act of 1998 requires that states establish a performance accountability system designed to assess the effectiveness of the state in achieving statewide progress in career and technical education. The state-developed performance measures must consist of core indicators and the state adjusted levels of performance for the core indicators. Additional state-determined indicators may be developed. Performance measures will require states to continually make progress toward improving the performance of career and technical education students.

To avoid sanctions, a state that fails to meet performance levels must submit an improvement plan in the fiscal year following the year in which it did not meet the state adjusted levels of performance. OCTP staff is required to evaluate an eligible recipient's performance using state adjusted levels of performance. If substantial progress is not being made, OCTP will make an assessment of the needs and enter into an improvement plan (with regular evaluations) to assist the eligible recipient in overcoming deficiencies. Appropriate agencies, organizations and individuals are consulted in the development and implementation of state and local improvement plans.

**Please refer to the Data, Evaluation, and Accountability Section (Section HH) of the Administrative Guide for further specifics.**